CU Denver

RETURNING TO CAMPUS IN FALL 2020:

Summary of Recommendations
Safe Return Planning Team

Paul Teske, Chair, and Kelly Hupfeld, Co-Chair
CU Denver Safe Return Planning Team

Submitted May 13

Introduction

In March 2020, the University of Colorado Denver's downtown Denver campus transitioned to remote operations due to the impact of SARS-CoV-2, a novel coronavirus that causes the illness called COVID-19. As of the time of this report, in-person operations at CU Denver are limited to essential staff, and university classes will be taught online or virtual/remote through the end of the summer 2020 semester.

While the continued trajectory of COVID-19 is somewhat uncertain, the impacts in many states appear to be lessening. CU Denver, like other universities across Colorado and the United States, is now considering options for transitioning at least some operations back to a "new normal," including permitting expanded in-person operations where they can be safely managed.

On April 27, 2020, CU Denver Chancellor Dorothy Horrell convened the Safe Return Planning Team, a group of administrators, faculty, staff, and students from across the university. The Safe Return Planning Team (SRPT) was charged with evaluating options for university operations in the fall 2020 semester that balance the need for safety with the mission of the university. Three working groups focused on key issues:

- The Teaching and Learning Working Group was charged with considering options for fall classes that could incorporate both in-person and remote learning components
- The Scholarly and Creative Activities Working Group was asked to provide options for the phased return of research and creative projects to campus
- The Housing and Wellness Working group was asked to provide scenarios for the reopening of campus housing and dining and the Rob and Lola Salazar Student Wellness Center

In conducting its work, Chancellor Horrell asked the SRPT to use these guiding principles:

- Focus on mitigating risk and ensuring the health, safety and welfare of students, faculty, and staff. The following guidelines will continue to be in place:
  - Individuals considered at higher risk will be strongly encouraged to continue remote working arrangements
  - Those who can work effectively from home will continue to do so
  - Anyone feeling sick or having symptoms needs to stay away from campus
- Supporting student retention and success needs to be at the heart of all of our planning.
- Enabling faculty scholarly and creative activities to resume safely on campus.
- Please be transparent and open to encourage student, faculty and staff engagement.
- If there are unit, university, or System policies or procedures that need to be changed or suspended, please note those in your recommendations, but do not allow them to prevent you from otherwise making a specific recommendation.

The work of the Safe Return Planning Team and its working groups involved nearly 100 CU Denver administrators, faculty, staff, and student representatives, from across the university.

Participants are listed at the end of this summary. Many thanks to all for their leadership, commitment, dedication, hard work, and collegiality.

The Overall Picture

As the SRPT operationalized Chancellor Horrell's guidance, we have tried to stay true to the notion of first and foremost prioritizing the safety of students, faculty and staff. Related closely, the SRPT wants to provide options, for students, faculty and staff, where possible – especially for those who are most vulnerable.

We also quickly recognized the importance of working closely with our Auraria campus partners – the Auraria Higher Education Campus (AHEC), Metropolitan State University of Denver, and the Community College of Denver. This is especially important for campus and building access issues and working in shared spaces. The May 12 communique from Auraria campus leaders notes the importance of working safely together.

Safety concerns are balanced by the need for viable campus operations that allow the university to fulfill its mission. These might include housing, wellness, food and other services, and a percentage of staff and classes that are operating on campus. While some of these numbers are honestly unknowable at this time, we try to provide educated guesses and estimates, where we can, to at least have a focal point to plan around. Many national observers suggest that campus need to be back to some version of physical on-campus activity, but with physical distancing requirements that might suggest 25-40% of normal capacity.

Cross-Cutting Recommendations

The Teaching/Learning, Scholarly/Creative and Housing/Wellness groups have come up with many important recommendations. We are highlighting those recommendations in the following sections of this summary. In addition, the SRPT has five larger recommendations that cut across the subgroups.

We are proud of the report this group has written and pleased that it has included input from nearly 100 CU Denver community members. However, this process took place in less than two weeks, and much more will change, and be learned, between now and August. Thus, after the remaining May 2020 decisions are made by the CU Regents, CU system, and AHEC partners, CU Denver should establish a high-level implementation committee to start to put these recommendations into practice. This implementation committee should have subgroups, and these should be comprised of key facilities, academic services, and other personnel with detailed knowledge, and whose own day-to-day jobs are central to the campus delivery of teaching, research, and related services. This SRPT report can help guide those processes, but no doubt many things will change and make some of our thinking outdated.

At the same time, campus units will need to create plans for their safe return to campus. More specific than the continuity of operations plans that were drafted this spring, these plans should include staff and physical space planning at the unit level. This will need to synch up with building level planning to ensure compliance with total building capacity and safety measures. Schools and colleges will need to carefully prioritize their fall class offerings, in June, to follow the priorities developed by the Teaching and Learning group here, and AHEC (campus required, campus preferred, online) priorities. The implementation team should prioritize establishing application and approval processes for these plans.

Second, as soon as possible, it would be useful to survey our current and soon-to-be enrolled students about their preferences for fall online and campus classes. Some national surveys report student trends, but they may not reflect our CU Denver students, many of whom are already used to some online work

and more flexible schedules. We want to make sure that our planning matches up with student expectations. Some CU Denver schools have already done their own surveys, but mostly about their spring remote experience – at a minimum, we should compile them, and draw out key conclusions. An initial review suggests that students do indeed want choices in the fall. A subsequent campus-wide survey could identify broader themes and could also be used to shape student expectations for the fall.

Third, we should take advantage of the summer for testing and phasing in the suggested changes. We can gradually add more people to our campus to better understand how our safety protocols will work and find any unexpected issues prior to doing this at larger scale in August with our students. Each of the SRPT's working groups included recommendations for phased return. Specifically, some limited research and creative activities can begin to return, using the prioritization process recommended by the Scholarly and Creative Activities Working Group. Later in the summer, with school/college and unit plans, we can phase onto campus those staff members who need to work in person. Again, this will provide valuable information about how these technical and cultural processes will work. And it will activate an "invitation process," where units need to get higher level permission to start to return, based upon their showing adequate planning first.

Summer experience with research/creative and staff activities can provide more information about availability and use of safety equipment and protocols - masks, other personal protective equipment, building access, egress, etc. Summer can also give us time to plan for purchase of such materials, and others like plexiglass to divide work and classroom spaces, and technological equipment needed to provide the kinds of innovative classes noted by the Teaching and Learning group. In addition, we can use summer to begin to better understand campus transportation access issues - will transit be viewed as safe, or will more people drive and park on campus? Can we improve bike access/storage, and work with groups like the Denver Regional Council of Governments for "Way to Go" ride sharing plans?

Fourth, we should plan for more classes to be online or virtual for fall. The Teaching and Learning Working Group has developed a nuanced typology of classes that can meet the need of virtually every safety scenario. At the same time, to meet expected demand for multiple formats, we should also plan for as many in-person classes as safety/space allows for students in the fall. Another thing to consider is whether we can take advantage of offering classes on Fridays, Saturdays and Sundays, to spread on campus students out in our space, over time.

As noted in the extensive Teaching and Learning section, there are about 3,000 classes scheduled already for fall (excluding independent study type classes), of which about 500 are online. Of the 2,000 or so normally in-person classes, those larger than 50 would need to be delivered online, due to physical capacity constraints. We have identified about 550 lab/studio/experiential courses that should get first priority in delivering on campus instruction (modified for space and numbers of students).

Classes designed specifically for incoming freshmen and new transfer students would get next priority for on-campus instruction, with at least 25 such classes. The Teaching and Learning Group report contains many more suggested priorities that balance safety concerns with the benefits of on-campus instruction for certain types of classes and groups of students.

Some of the most flexible types of instructional delivery may also require significant faculty development. The implementation committee should prioritize how best to deliver that training as quickly as possible. University leadership should also recognize that this approach requires all classes to

have a digital backbone such as a Canvas shell, so that classes can flow quickly between instructional modes if needed.

Fifth, we need both partial and more comprehensive "fall back" strategies. If the virus returns in students or faculty/staff in specific classrooms or buildings on campus, we have suggested protocols to clean, quarantine, inform, and trace contacts (with help from Auraria Campus Health Center). If this happens more broadly, we need to have our classes ready to go into virtual formats quickly and smoothly (based in part on learnings from spring 2020 experience).

Finally, spring 2021 semester will be upon us quickly, even as we work through fall 2020, and we need to be ready with class plans, and the learning from summer/fall experiences.

General Recommendations for Campus Safety

The working group recommendations in this report assume the existence of a set of coordinated procedures for ensuring safety for CU Denver faculty, staff, and students in a variety of spaces and contexts. Many of these are discussed in greater detail in the working group reports, but the concepts can best be articulated as a series of nested safety plans. One of the challenging aspects of this work is that many of these plans will be developed virtually simultaneously, given the tight timeframe for preparing for the fall semester.

AHEC is convening a Safe Return to Auraria team to make recommendations to the AHEC Executive Committee for the safe and orderly reopening of the Auraria campus. This group will establish more detailed standards and protocols applicable across campus, such as facilities occupancy and usage protocols and health screening standards. The work of the CU Denver Safe Return Planning Team has necessarily involved making assumptions about these general safety standards, informed by the presence of AHEC and CU Denver operations and facilities staff on the SRPT. We have articulated these assumptions both generally and in the specific contexts presented in the report, but obviously the coordination of any CU Denver return protocols will need to be carefully coordinated with AHEC and the other institutions on the Auraria campus.

Critical to the reopening of the campus will be the institution of standards, processes, and procedures for the submission and approval of applications for reopening at a variety of levels. These include:

- Building plans that specify safety standards and protocols applicable to a specific building, including topics such as building and room occupancy, entry and exit protocols, cleaning and disinfecting protocols, etc.
- Unit plans that specify how a unit intends to operate, including general office and administrative functions. For academic units, these plans may include:
- Detailed space plans specifying how labs and studio spaces may be safely operated
- Classroom instruction plans specifying how in-person instruction will safely occur in specific locations

The CU Anschutz Medical Campus has already instituted many of these procedures, and the working groups have adapted AMC planning templates where possible to demonstrate how their recommendations might be implemented in accordance with these overall safety requirements.

The Safety subcommittee of the Teaching and Learning Working Group summarized general safety assumptions, using the public health restrictions and recommended best practices in place at the time the group convened in late April and early May with the understanding that public health requirements could change over time. The subcommittee noted that the recommendations contained in the planning team report assume that safety is the primary intended outcome, and that there will be a certain amount of infrastructure available in the form of human resources, health care and monitoring, supplies and equipment, campus and building accessibility, and stakeholder education and training. The SRPT's recommendations assume the following:

- That safety is and will continue to be the guiding force behind these recommendations now and as they undergo various iterations.
- That daily on-site health screening will be conducted on all students, staff and faculty returning to the campus,
- That CDC-recommended distancing standards will direct ongoing management and decision making for all campus spaces, functions, and services until otherwise advised by campus leadership.
- The decisions about which spaces (indoor and outdoor) to close to campus visitors or modify with respect to their original intended function will be based on the desire to maintain social distancing, the functional need for the spaces, and the desire to divert cleaning resources to where they are most needed and effective.
- That historically popular campus commuting methods (bus, light rail) can be used without significant risk exposure or that students, staff, and faculty have other means to commute to campus (personal vehicle, walking, biking).
- That adequate parking is available to support the number of students, staff and faculty that would be expected to return to the campus. It is anticipated that more people will elect to drive due to the potential risks inherent in using public transportation.
- That students, staff and faculty will be provided with training and relevant campus, building and other necessary information prior to arriving on campus.
- That electronic access to buildings will remain in "holiday" mode; meaning all campus facilities will be locked and entry is controlled by a card access system. Faculty, Students and Staff approved for access will have "always" access for the approved areas
- That the campus will transition to requiring card access badges for all students, staff and faculty who are on the campus. Badges shall always be visible and either attached to a lanyard or clip attached to a piece of clothing.
- That the badging offices at the Auraria Higher Education Center and CU Denver are available to provide badges and access as needed to support the transition to campus-wide badging prior to campus restart.
- That masks or other face coverings will be required to be worn by students, staff and faculty anywhere within the boundaries of the campus both indoors and outdoors.
- That the University will be supporting the supply of masks to those returning to campus and that an adequate supply of masks can be acquired to support the expected demand.

- That gatherings of >10 people have been approved by the authority having jurisdiction over the campus.
- That there are enough Health Screeners, Entry Checkers and Ambassadors available for the screening protocol being recommended in the report. (The University will need to define these roles more fully and decide who will staff these positions. Students, particularly but not limited to those in pre-health fields, should be considered as an option with the possibility of attaining internship credit for the activity.)
- That the University can provide gear or some form of very visible identification to Health Screeners, Entry Checkers, and Ambassadors that distinguishes them from others.
- That a contact tracing system will be established. We recommend that students, particularly but not limited to those in pre-health fields, be considered for this task with the possibility of attaining internship credit for the activity. (A 2 x 45 min module-based training is already available for this activity.)
- That the University has an adequate supply of items needed for Health Screening Areas, Screening Check areas, Sanitation Stations, and sanitation supplies for doors, elevators, and other areas that would require wipes, trash cans, etc.
- That Building Plans (which would contain recommendations on building entry points, circulation, restrooms, and occupancy) will be reviewed by a code official for compliance with building code, reviewed for ADA regulations and be reviewed by the Risk Management office.

Recommendations from the Teaching and Learning Working Group

Co-Chairs: Joann Brennan, Barbara Seidl, and David Tracer

The Teaching and Learning Group was charged with creating flexible options for hybrid, remote, online, and in-person classes. This approach allows CU Denver to be adaptable to the ever-changing landscape of COVID-19. The group's work was done in three committees: Safety Measures, Course Format and Flexibility, and Hands-On Studio/Lab Teaching and Learning Environments.

The Teaching and Learning Working Group's recommendations are as follows:

Establish Safety Protocols. Establish a full suite of health protocols intended to facilitate health promotion and minimize disease transmission. These include requiring daily health screenings for all students, faculty and staff entering campus; modifying classroom, studio, and laboratory occupancy to allow for proper social distancing; and establishing new protocols to control and guide circulation patterns within buildings and around campus more generally.

Prioritize on-campus access for certain types of courses. Courses scheduled for fall should be reviewed to prioritize campus access for those that need to be or would strongly benefit from being offered in real-time on-campus. Certain kinds of courses cannot be effectively delivered virtually, and an on-campus experience has a greater influence on certain groups of students. We recommend the following types of courses be prioritized for in-person learning, listed in suggested order of priority:

- Experiential learning, labs, studios, performance classes
- First-Year Experience courses designed for first-year student cohorts and first-year transfer students
- Senior seminars and capstones
- Courses for international student cohorts
- Challenging gateway courses historically identified as ones in which students benefit from increased attention and structure
- English core (Composition I and II) and Math core (Math for Liberal Arts, Statistics, College Algebra, Trigonometry, Precalculus, and Calculus)
- Courses serving University Honors and Leadership cohorts
- Courses for first-year students in master's and doctoral programs
- Courses with multiple sections that could be offered in a variety of formats to provide more choices for students

We also recommend that courses with enrollment caps of 50 or more students not be taught on campus due to the lack of classrooms that could hold large numbers of students and still comply with physical distancing requirements.

Create new course formats that capture optimal combinations of teaching strategies in a variety of learning environments. The COVID-19 crisis requires CU Denver to offer classes in formats offering the greatest safety, flexibility, accessibility, and adaptability. These course formats should capture differences in how learning is scheduled (fixed schedule or flexible schedule, also referred to as synchronous and asynchronous) and where learning occurs (on-campus and remotely). We recommend the use of course formats that provide a range of flexibility and accessibility for instructors and students. Though the move to clearly define and offer a wider range of course formats comes in response to COVID-19, we believe that this innovation might be a permanent hallmark of CU Denver where the future is defined by increased flexibility and accessibility to higher education.

The variety of course formats recommended include those organized primarily around fixed schedules (on-campus and virtual[1]), those organized primarily around flexible schedules (online), and those involving combinations of fixed and flexible schedules and on-campus and virtual sessions. The working group also recommended the consideration of a course format in which students could choose to attend a scheduled class either in-person on-campus or virtually in real-time, or through accessing recorded lectures later (referred to as Hyflex).

Faculty should be supported in fully understanding the different components of the various types of course formats. Whatever type of format is used, courses should have an organized structure with clear expectations, opportunities for dialogue and interaction, provide varied learning materials, and include regular communication with students.

Survey students and faculty. Students should be surveyed to identify, among other things, their intention to return in fall, preference for course formats, desire to participate in on-campus experiences, and likelihood of participating in an expanded schedule of course offerings. Data on student needs and

---

[1] The Teaching and Learning Group preferred the term "virtual" to the term "remote" when referring to technologies such as Zoom or other videoconferencing.

preferences should be used to make decisions for designing the fall experience. Faculty should be surveyed to identify preferences for course formats and professional development needs.

Develop a process for returning to in-person instruction. CU Denver should develop a Safe Return Plan process by which academic programs can request authorization to conduct an in-person and/or hands-on course, lab, studio, practicum, internship. Utilize the process and approach developed by Anschutz with modifications that support the unique nature of the Denver campus. As lab and studio environments are highly unique and specialized, faculty and staff experts must be engaged in developing these plans. The Hands-On Studio/Lab Teaching and Learning group provided many examples of ways in which on-campus experiences could be adapted to comply with safety requirements, including assigning students consistent workspaces and instituting reservation systems for equipment pick-up and drop-off.

Identify needed resources to support new teaching formats and opportunities for faculty development. Faculty members are key to students' learning journeys. Faculty need support, resources, and ongoing opportunities for development to help them provide the best educational experiences. Ideally, on-campus experiences will also provide an opportunity for students to Zoom into class. If this is to be a quality experience for students, this will require a quality audio system in the classroom/studio/lab.

The university should take the following steps:

- Assess available resources to support faculty in moving to new course formats and identify gaps.
- Coordinate current opportunities for faculty development, such as those offered through the Center for Excellence in Teaching and Learning, the Center for Faculty Development and Advancement, the Office of Digital Education, Thinqstudio, etc.
- Identify needed technology resources (audio equipment to enhance virtual experience) and human resources (such as faculty fellows or technology teaching assistants).
- Assess staffing needs in faculty support offices.
- Identify the capacity of on-campus classrooms, studios, and labs to support virtual learning and improve capacity where needed.
- Create plans at the school/college/department/program levels to scale up faculty and technological capacity to deliver instruction in new formats.
- Support faculty in developing new pedagogical approaches, such as team-teaching classes where one faculty member focuses on hands-on instruction and the other supervises Canvas-based learning.

Work with deans and chairs to ensure that all courses have at least a basic set of elements housed in Canvas. Students are encountering an increased level of complexity and demand as they navigate courses where more content is delivered online and virtually. Clear, predictable, and easy access to course information and materials will reduce complexity and provide efficiencies and will support a higher quality instructional experience for students.

Minimum recommended Canvas elements include an orienting message that includes a course description, class schedule, and contact and communication information; a course syllabus; and a FERPA-protected grade book used to assign and update grades.

To reduce exposure and density in labs and studios, faculty should consider moving non-hands-on activities to the Canvas shell or other virtual platform. Examples of non-hands-on activities include group discussions, group critiques, student presentations, tests and quizzes, etc.

Increase flexibility in course scheduling. Expanding times and days for on-campus course offerings will provide more options for students and increase campus capacity to hold on-campus experiences. The university should consider offering courses on days and during times that have been traditionally underutilized, and starting some courses late or adding new courses during the second 8 weeks of the semester to accommodate students not able or willing to start in August.

In lab and studio classes, creative scheduling may be the way to address physical distancing requirements. For example, students in a class could be divided into cohorts that take turns accessing campus spaces. A year-long studio class may consider resequencing activities so that hands-on experience is more concentrated in spring, when experts believe we may be closer to a vaccine.

Additional time may also be needed between classes to accommodate new cleaning and disinfecting requirements.

Use the beginning of August to implement a phased restart period. The beginning of August, prior to the first day of classes, should be used for a phased restart period. During this period select groups of students, faculty and staff should be invited to campus to experience newly instituted campus protocols including health screening, building entries and exits, walking routes and signage, see modified classrooms, and go to designated Q & A areas to receive assistance and guidance. A phased restart will allow students, staff and faculty to acclimate to being back on campus prior to the start of classes and also allow the University to evaluate the efficiency and effectiveness of safety protocols and make needed adjustments.

Provide spaces on campus for students who need access to supportive learning environments and technology. Not all students have access to supportive learning spaces and technology, making it hard to learn, study, and take advantage of courses that require a higher level of online and virtual participation. The university should identify students for whom access to campus resources are important to their success and provide spaces such as computer labs, library spaces, and study spaces that can be adapted to comply with safety requirements. The university should continue to provide hot spots and computers for students who need them.

Recommendations from the Scholarly and Creative Activities Working Group

Co-Chairs: Laura Argys and Stephen Gedney

Scholarly and creative activities at CU Denver span a wide range of research and creative activities including lab-based research, human subject research in the sciences and social sciences, publicly-engaged research and creative scholarship, and high-impact practices that are at the core of our public urban research university mission. The Scholarly and Creative Activities Working Group was charged with making recommendations on the maintenance and reopening of research and creative activities

that occur on campus, and with considering how best to safely re-engage students in this work. The group made the following recommendations:

Use an application process to manage the return of research and creative work in a phased manner. An application process allows researchers to work with their primary units and schools and colleges to assess priorities for return while allowing approvals to be managed through a centralized and consistent process. The limited re-start of research on- campus should be used as an important pilot for developing and vetting processes that will be needed to resume additional campus activity, such as classes that will require lab and creative work.

The timing of phased return depends on the maturing of return processes and the status of public health guidelines. The following phases are suggested:

- Phase 0: development of safety guidelines and assessment of buildings; development of application and approval process; critical access for maintenance only
- Phase 1: Application and approval process underway; critical access for maintenance only
- Phase 2: Time-critical and high priority projects approved for return, 10-15% of total
- Phase 3: Time-critical, high-priority, and medium priority projects approved for return, 25% of total
- Phase 4: All priority levels approved for return, 35-50% of total
- Phase 5: All access

Each phase should be used to assess and improve safety procedures prior to the start of the next phase.

Consider timeliness, campus/equipment access needs, and safety in determining priorities. Schools and colleges should work with their faculty and staff to determine prioritization for the reopening of lab and studio space, consistent with the overall phased approach. Applications should be ranked as time-critical, high, medium, or low in priority. In making determinations about priorities, primary units and colleges should give attention to:

- Promising COVID-19 research and scholarly activity
- Time-critical research and creative activities
- Essential research that is critical to the clinical care and safety of patients/participants
- Those in which campus space/equipment is critical
- Those conducted by early-stage researchers
- Funded research with the following considerations:
    o Impending deadlines
    o Potential for loss of funding
    o Impact to sponsor, university, and/or community
    o Pursuit of opportunities for new or additional funding with time-critical deadlines
- Those conducted by students nearing graduation and needing to complete critical research or creative activities
- Those involving just one or two persons in a sizeable space
- Those that are more able to protect the health and safety of faculty, staff, students, and other participants

- Those that are able to demonstrate compliance with health and safety regulations and guidelines
- Those in which the cost of reducing research after it is started is relatively low (in case additional COVID-19 restrictions are imposed)

Require the approval of project- and space-specific safety plans prior to return to campus. Principal investigators and other faculty and staff wishing to reopen labs and studios must develop detailed safety plans (we recommend plans consistent with those developed by AMC) that are reviewed by Environmental Health Services, Facilities, and a school/college review committee, and subject to final campus-level approval. The process should include planning and approvals appropriate to the type of research and creative work to be resumed, including specific procedures for studio-based work, human-subjects research, and animal subjects, as well as lab-based experimental work. A separate process should be established for the submission, review, and approval of off-site/field-based research. The report contains extensive details about the requirements of safety plans.

Permit the return of graduate students, postdocs, and professional research assistants. Graduate students, postdocs, and professional research assistants who are comfortable returning to campus should be included in safety plans, provided they meet specific requirements and necessary time on campus is kept to a minimum.

Permit the return of undergraduate students under limited circumstances. Undergraduate research is an important feature of CU Denver. Undergraduate students should be permitted to return to research and creative activities when they are included in the approved safety plan and the application demonstrates that the student is capable of independent work on procedures that they are already trained to perform. Necessary time on campus should be kept to a minimum. Parental permission may be required if appropriate. Priority for undergraduate students should be given to those employed by the university or conducting research for course credit.

Require the appointment of COVID-19 safety monitors. Schools and colleges should identify individuals who will serve as COVID-19 monitors and coordinators to oversee compliance with safety plans in the school.

Recommendations from the Housing and Dining Working Group

Co-Chairs: Meloni-Rudolph Crawford, Amber Long, and Tobin Bliss

The third working group was originally constituted as the Housing and Wellness Working Group, but group members found that their work naturally split into two areas: (1) Housing and Dining and (2) Wellness and Recreation. The major recommendations of the Housing and Dining Group are as follows:

Set fall 2020 maximum occupancy for Lynx Crossing as 509. Currently, Lynx Crossing can house 722 students. We can house 509 students and be compliant with recommended safety guidelines. These include housing one student per bedroom, limiting the ratio of resident to bathroom to 2:1, and setting aside six units to be used for quarantine/isolation units. Occupancy can be adjusted as public health guidelines permit.

Give residential priority to current residents and on-campus students. We recommend that priority for housing in fall 2020 be given to current residents and to those students who will be engaged in on-campus instruction in the fall. We will work with deans to identify cohorts in need of housing, continue to house international students unable to return to their home countries, and market a program of Students in Residence Learning Remotely for remaining single vacancies.

Stagger fall move-in to permit physical distancing. Fall 2020 move-in should be staggered over multiple days to maintain health social distancing practices. We can start one week prior to the first day of classes and continue until the Sunday before classes start. Check-ins will be limited to four per hour from 7 a.m. to 7 p.m., to accommodate 48 check-ins per day. Students and families will be required to wear masks, and only drinks, water, and grab-and-go food will be available.

Require residents to submit to health screenings and comply with safety directives. Students choosing to live at Lynx Crossing will be required to sign consent forms agreeing to practice physical distancing and have regular health screening check-ins with Lynx Crossing staff. Students will be encouraged to wear masks outside of their units.

Establish regular cleaning and disinfecting schedules. Regular cleanings of suite restrooms will be scheduled and students will be provided with cleaning supplies. The HVAC system is isolated within each room.

Adjust programming restrictions to follow public health guidelines. Resident programming will adjust to health needs. If students are learning in a fully remote format resident programming will occur online. If physical distancing standards are relaxed to allow gatherings of up to 10 people, online programming will continue with the addition of small group programming and small spaces where students could eat meals together. Additional programming will be added as the number of people allowed to gather increases, and full normal operations can be resumed when gatherings of more than 50 are permitted.

Adapt dining facilities to allow for take-out options and socially distant seating simultaneously. Grab-and-go options will be provided along with stations in the dining hall manned by staff and physically distant seating options in the cafeteria. Additional safety precautions such as mandated traffic patterns and installation of plastic shields will be taken.

Establish protocols for students who have contracted COVID-19. Students who have contracted COVID-19 can quarantine in their single room, in a reserved unit if they live in a unit with a shared bathroom, or go home if they choose. Housing staff will check in on them by phone and deliver food to their room.

Recommendations from the Wellness and Recreation Working Group

Co-Chairs: Meloni-Rudolph-Crawford, Amber Long, and Tobin Bliss

The Wellness and Recreation Working Group focused on the reopening of the Lola and Rob Salazar Student Wellness Center.

Conduct a phased reopening guided by public health considerations. We recommend a phased reopening of the Wellness Center, based on anticipated public health and group gathering restrictions. Phase 0 represents the current state, in which the Wellness Center is closed and only remote programming is offered.

 In Phase 1, the building's maximum occupancy rate is 30 percent and its hours are reduced. Socially distanced use of certain equipment is permitted, as are 1:1 services such as use of the food pantry and financial and wellness coaching. Common areas and locker rooms are closed. Remote programming continues. Specific and frequent cleaning protocols are followed.

In Phase II, the building's maximum occupancy rate is 50 percent and facility hours continue to be reduced. Certain in-person use of amenities and programming may return with significant safety measures.

Phase III represents the "next normal," in which operations may resume consistent with public health directives.

Additional Thoughts and Next Steps

The Safe Return Planning Team recognizes that making recommendations is the relatively easy part of this work, compared to planning and implementing all the recommended changes and other actions that will be necessary for a safe return in fall 2020. Starting this work right away is critical. The university will need to move quickly to identify those responsible for leading implementation and creating a detailed work plan that incorporates tasks, timelines, and responsible parties. The application and approval process for the return plans suggested in this report will need to be clear, concise, and swift, with decisions coordinated across multiple bodies.

Finally, the importance of communicating these approaches and decisions to faculty, staff, and students should not be underestimated. Asking people to undertake significant changes to their work habits and daily lives is a substantial lift, but our community is resilient and will be able to understand and act on messages about the importance of keeping each other safe in these changing times while still delivering the high quality expected of us.

Safe Return Planning Team and Working Groups Membership

Safe Return Planning Team

Name	Affiliation	SRPT Role
Paul Teske	Dean, School of Public Affairs	Chair, Planning Team
Kelly Hupfeld	Associate Dean, School of Public Affairs	Assistant Chair, Planning Team
Tobin Bliss	Associate Vice-Chancellor for Fiscal Planning	Co-Chair, Housing and Wellness Working Group
Meloni Rudolph-Crawford	Assistant Vice-Chancellor for Student Life and Residential Education	Co-Chair, Housing and Wellness Working Group
Amber Long	Executive Director, Wellness and Recreation Services	Co-Chair, Housing and Wellness Working Group
Laura Argys	Associate Dean for Research and Creative Activities, CLAS	Co-Chair, Scholarly and Creative Activities Working Group
Stephen Gedney	Chair, Electrical Engineering Department, CEDC	Co-Chair, Scholarly and Creative Activities Working Group
Joann Brennan	Interim Associate Vice-Chancellor for Faculty Affairs	Co-Chair, Teaching and Learning Working Group
Barbara Seidl	Associate Dean, SEHD	Co-Chair, Teaching and Learning Working Group
David Tracer	Associate Dean for Student Success, CLAS	Co-Chair, Teaching and Learning Working Gropu
Jay Campbell	Executive Director, Facilities Management	Planning Team Member
Leanna Clark	Vice-Chancellor for University Communications	Planning Team Member
Bill Mummert	Chief Business Officer, AHEC	Planning Team Member
Peter Waller	Vice-President, Student Government Association	Planning Team Member
Kyle Ginley	Member, Staff Council	Planning Team Member
Vivian Shyu	President, UCDALI	Planning Team Member

The SRPT would also like to thank Terry Hughes and Steve Monaco for their insights and contributions.

Teaching and Learning Working Group Members

Course Format and Flexibility Subgroup

Name	Affiliation
Barbara Seidl, Chair	Associate Dean, SEHD
Lindsey Hamilton, Co-Lead	Director, Center for Excellence in Teaching and Learning
Margaret Wood, Co-Lead	Associate Vice-Chancellor of Student Success
Gabriel Castano	Assistant Vice-Chancellor, Enrollment Management
Dennis DeBay	SEHD faculty; Vice-President, UCDALI; Thinqstudio
Lucy Dwight	SPA faculty; Faculty Assembly representative
Brad Hinson	Assistant Dean, SEHD; Thinqstudio
Carrie John	Associate Vice-Chancellor for Enrollment Operations; University Registrar
Alana Jones	Associate Vice-Chancellor, International Affairs

Name	Affiliation
Elizabeth Pugliano	CLAS faculty; UCDALI representative
Ron Ramirez	Associate Dean of Programs, Business School
James Sutliff	President (outgoing), Student Government Association

The Course Format and Flexibility Subgroup would also like to thank Peter Waller, Vice-President (out-going), Student Government Association, and Fabian Laguna, Vice-President (in-coming), Student Government Association, for their insights.

Hands-On Studio/Lab Teaching and Learning

Name	Affiliation
Joann Brennan, Chair	Interim Associate Vice-Chancellor for Faculty Affairs
Karen Ludington, Co-Lead	Assistant Dean, Business and Operations, CAM
Richard Ashmore	Lecturer, CLAS
Hannah Achrodoquy	CLAS faculty
Cristy Briles	CLAS faculty
Betty Charles	Technology Support Services Director, OIT
Franci Crapeau-Hobson	SEHD faculty
Leo Darnell	Assistant Dean of Academic Services, CAP
Troyan Genile	SEHD faculty
Cinthya Ippoliti	Director, Auraria Library
Tom Kerlee	Information Technology Director, Business School
Vivian Shyu	CLAS faculty; President, UCDALI
Douglas Sicker	Associate Dean, CEDC
Tony Smith	Director, Experiential Learning Center
Richard Strasser	MEIS Department Chair, CAM
Amy Wachholtz	CLAS faculty; Chair, Clinical Health Psychology PhD Program
Inge Wefes	Associate Dean, Graduate School

Safety Measures Subgroup

Name	Affiliation
David Tracer, Chair	Associate Dean for Student Success, CLAS
David Lowry, Co-Lead	Director of Planning, Strategy, and Analysis, OIT
Jim Nelson, Co-Lead	Assistant Director, Facilities Management
Cary Weatherford, Co-Lead	Executive Director, Institutional Planning
Daniel Casillas	President-Elect, Student Government Association
Buddy Gregory	Facilities Manager, Business School
Cinthya Ippoliti	Director, Auraria Library
Garrey Martinez	Building Operations Coordinator, Auraria Library
Carl Meese	Director of Campus Planning, AHEC
Tara Weachter	Director, Facilities Management, AHEC
Bryon Weber	Assistant Campus Planner, AHEC

Scholarly and Creative Activities Working Group Members

Name	Affiliation
Laura Argys, Chair	Associate Dean, College of Liberal Arts and Sciences
Stephen Gedney, Chair	Professor and Chair, Electrical Engineering, College of Engineering, Design and Computing
Laurie Baefsky	Associate Dean, CAM
Cathy Bodine	Bioengineering faculty; Executive Director, Assistive Technology Partners
Scott Burgess	Manager of Recording Labs and Live Sound, CAM
Diana Carpenter	Faculty, Mechanical Engineering, CEDC
Bob Damrauer	Associate Vice-Chancellor for Research
Erin Golden	Director, Undergraduate Research and Creative Activities
Vijay Harid	Faculty, Electrical Engineering, CEDC
Liang He	Faculty, Computer Science, CEDC
Andrew Henderson	Lab Manager, InWorks
Peter Kaplan	Faculty and Chair, Psychology, CLAS
Jimmy Kim	Faculty, Civil Engineering, CEDC
Alison McGrath	Manager, Research Safety and Industrial Hygiene, Environmental Health and Safety
Julie McMillen	Senior Environmental Health Specialist, Environmental Health and Safety
Carl Meese	Director of Campus Planning, AHEC
Philip Petty	Services Supervisor for Building Maintenance and Operations, Facilities; Staff Council representative
Michael Bodhi Rogers	Faculty and Chair, Physics, CLAS
Emily Sanders	Director of Facilities Management, AHEC
Marc Swackhamer	Faculty and Chair, Architecture, CAP
John Swallow	Faculty and Chair, Integrative Biology, CLAS
Brandon Vargas	Visual Projects Manager, Comcast Center
Haobin Wang	Faculty and Chair, Chemistry, CLAS

Additional sub-committee members, consultants and support staff:
- Jay Campbell, Executive Director of Facilities Management, CU Denver
- Amanda Charlesworth, Associate Professor, Department of Integrative Biology
- Leo Darnell, Assistant Dean, College of Architecture and Planning
- Karla Flores, Administrative staff, Electrical Engineering
- Kelly Hupfeld, Associate Dean, School of Public Affairs
- Ursula Jiron, External Facilities Manager, Office of Laboratory Animal Research
- Jori Leszczynski, University Veterinarian
- Chris Manuel, Associate Professor, Department of Pathology

Housing and Wellness Working Group Members

Name	Affiliation
Meloni Rudolph-Crawford, Co-Chair	Assistant Vice-Chancellor for Student Life and Residential Education

Name	Affiliation
Amber Long, Co-Chair	Executive Director, Wellness and Recreation Services
Tobin Bliss, Co-Chair	Associate Vice-Chancellor for Fiscal Planning
Lisa Atencio	Director of Finance and Administration
Keith Lemieux	Facilities Management
Erica Manuel	Associate Bursar
Olivia Neece	Representative, Student Government Association
Kade Ross	Director of Housing and Dining
Scott Sharp	Assistant Director, Lola and Rob Salazar Student Wellness Center
Joanne Wambeke	International Student Cohort and International Operations Manager, OIA